

Roles of Louisiana's Higher Education Leaders in Aligning the Common Core State Standards and PARCC to GRAD Act and Value-Added Teacher Preparation Expectations

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Roles of Campuses in Development of PARCC Assessments

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Why is this important for the GRAD Act?

Better prepared high school students can impact GRAD Act measures

Examples:

- Number of high school students enrolled
- Number of semester credit hours in which high school students enroll
- Number of semester credit hours completed by high school students
- 1st to 2nd year retention rate
- 1st to 3rd year retention rate
- Same institution graduation rate

Infrastructure - PARCC Committees & Teams

- National:
 - Higher Education Advisory Committee
 - PARCC Implementation Team
 - PARCC Educator Leader Cadre
- Louisiana:
 - PARCC State Planning Team
 - Blue Ribbon Commission for Educational Excellence
 - PARCC Campus Leadership Teams & State Research Team

Infrastructure: Support to Campus Leaders

- PARCC Campus Leadership Teams
 - Acquire and disseminate information pertaining to Common Core State Standards & PARCC assessments to university personnel
 - Provide feedback to state and national contacts about the development and use of Common Core State Standards and PARCC assessments
 - Integrate Common Core State Standards and PARCC assessments into the university curriculum
 - Address other issues

Statewide meetings & webinars scheduled as needed

Infrastructure: PARCC Contact Persons for Louisiana

- Higher Education Advisory Committee
Representative: Dr. E. Joseph Savoie (UL-L)
- Higher Education Lead: Dr. Jeanne Burns (BoR)
- K-12 Lead: Dr. Scott Norton (LDOE)
- Higher Education Math Content Representative:
Dr. Frank Nubrande (LSU)
- Higher Education English Content
Representative: Dr. Bernard Gallaher (LSU-A)

Campus Roles: PARCC Higher Education Working Groups

- Include faculty from mathematics, English, composition, and other relevant disciplines.
- Participate in all aspects of test development, including developing test specification and participating on test development committees.

September 2010 Initial Discussion in Louisiana:

What evidence should exist on the PARCC assessments to indicate that high school students are ready for entry-level credit bearing courses in mathematics and English?

Campus Roles: Research to Set College Ready Performance Standards

To set college-ready performance standards on the high school assessments, PARCC will use evidence from research such as:

- Judgment studies by postsecondary faculty rating the importance of specific standards and test items for success in first year courses they teach.
- Concurrent validity studies that compare performance on PARCC assessments with SAT, ACT, Compass, Accuplacer and other similar assessments.

Research to Set College Ready Performance Standards (Cont'd.)

To set college-ready performance standards on the high school assessments, PARCC will use evidence from research such as:

- Predictive validity studies that document the relationship between performance on PARCC assessments and subsequent performance in first year courses.
- Alignment studies that examine the relationship between content and student work in first year courses and what PARCC assessments measure.

Louisiana Department of Education CCSS & PARCC Implementation Plan

Dr. Scott Norton
PARCC K-12 Lead &
Assistant Superintendent,
Office of Standards, Assessments, and Accountability,
Louisiana Department of Education

Implementation Overview

New curriculum and assessments will be phased in over several years in Louisiana.

No changes --
current curriculum
and assessments

Curriculum - some
GLEs deleted,
some GLEs
remain, some
CCSS added

Assessments –
based on GLEs
that **remain** in
curriculum

Curriculum and
assessments
based on CCSS

	2011-12	2012-13	2013-14	2014-15
PreK	Current	Current	New	New
K	Current	New	New	New
Grade 1	Current	New	New	New
Grade 2	Current	Transitional	New	New
Grades 3-8	Current	Transitional	Transitional	New
High School	Current	Transitional	Transitional	New

Louisiana Content Standards

- Current state education policy requires regular review and revision to Louisiana content standards “to maintain rigor and high expectations for teaching and learning”
- Must be reviewed at least once every seven years (BESE Bulletin 741, 2301 C)
- Approved by Board of Elementary and Secondary Education (BESE)
 - 1997-1998: Standards and Benchmarks
 - 2004: Grade-Level Expectations (GLEs)
 - 2010: Common Core State Standards (CCSS) for English language arts (ELA) and mathematics

Shift in Instructional Emphasis in Louisiana English Language Arts

Current Classroom

Focus on literature (fiction)
Literary skills (identifying terms and devices like theme)
ELA taught in **isolation**

Common Core Classroom

Informational texts prepare for college and career
Cross-content literacy integration
ELA taught in **collaboration**

CCSS: Key Ideas

English Language Arts

- Anchored in College and Career Readiness (CCR) standards
 - Indicate knowledge and skills a high school graduate must have to be college and career ready
 - “College” includes technical college, community college, four-year college or university
- K-12 standards are grade-level steps to attain CCR standards in
 - Reading (foundational skills, literature, informational texts)
 - Writing
 - Speaking and Listening¹
 - Language

¹ More focus will be needed on Speaking and Listening (not on current LA assessments, but will be part of common assessments)

CCSS: Key Ideas

English Language Arts

- Address literacy in History/Social Studies, Science, and Technical Subjects requiring shared responsibility across the school building for students' literacy learning
 - Explain how a simple machine works (science)
 - Compare/contrast world events (social studies)
 - Justify a solution to a problem (mathematics)
 - Focus on teaching academic vocabulary in all subjects
- Require students to read and understand more challenging texts than currently required
- Emphasize the use of materials to be read *for information*

CCSS: Grade-Level Focus Areas Mathematics

- Kindergarten – Grade 5
 - Establishes foundation of using and understanding whole numbers, fractions, and decimals
- Grades 6-8
 - Preparation for geometry, algebra, and probability and statistics
- High School
 - Emphasis on applying math to solve problems arising in every day life, society, and the workplace

CCSS: Examples of Area Activities Mathematics

Current Curriculum Activity	Activity Modified to meet CCSS
<p>Students in Grade 3 are asked to</p> <ul style="list-style-type: none">• find the perimeter and area of rectangular garden plots• use grid paper to draw the shapes• determine unit lengths and the area of each garden by counting squares	<p>Students in Grade 3 will</p> <ul style="list-style-type: none">• connect a rectangle's area to multiplication of its side lengths• use areas of rectangles to solve real-world problems• find the areas of irregular shapes by subdividing into rectangles• explain their methods of solving and justify their conclusions

Standards for Science and Social Studies

- Literacy standards for science, social studies, and technical subjects are included in CCSS for ELA
- Science Content Standards
 - *Next Generation Science Standards* currently under development by national groups
 - Expected release in Spring 2012
 - Will be reviewed for appropriateness to replace current Louisiana science standards; if acceptable, will be adopted in Summer or Fall 2012 to be implemented in 2014-15
- Social Studies Content Standards
 - Revised by committees of state educators in 2010-11
 - To be considered by BESE for approval in June 2011
 - To be implemented in 2014-15

CCSS Implementation Overview

- One development year (2011-2012), followed by a 2-year transition to CCSS (2012-2013 and 2013-2014)
- Updating the *Louisiana Comprehensive Curriculum*
 - Transitional curriculum (2-year phase-in of CCSS)
 - New curriculum (full alignment to CCSS)
- Professional development on curriculum and instructional strategies (e.g., formative assessment)
- Earlier implementation of CCSS in grades PreK-2

Louisiana Assessment Transition Plan

- 2011-2012: No change to current assessments
- 2012-2013 and 2013-2014: Transitional assessments for grades 3-8 and high school in aligned with transitional Louisiana Comprehensive Curriculum
 - Adjust ELA and math assessments by using existing items that best align with CCSS
 - Content focus may change
 - “Cut scores” and level of difficulty will remain the same
 - Omit content that will be discontinued, emphasize existing content that aligns with CCSS
 - New CCSS content will not be added until 2014-2015

Act 54: Teacher and School Leader Effectiveness

- The Department will work to integrate the implementation of CCSS with Act 54 which will
 - Require performance at every level of K-12 public education to be based on student growth and take into account starting points and other variables that might influence actual performance outcomes
 - Involve relative measures of effectiveness using value-added model
 - Require assessments or other measures of educator effectiveness for grades and subjects not currently tested
- Align professional development on CCSS with work underway to implement Act 54 is critical to ensure that educators receive support necessary to be successful

Three Important Roles for Higher Education Leaders

- Ensure that teacher preparation programs are preparing new teachers to successfully teach students using the more rigorous Common Core State Standards
- Ensure that content courses in Colleges of Arts/Sciences/Humanities are of sufficient rigor to address the new standards
- Support campus efforts to help teachers within surrounding school districts to acquire needed knowledge and skills to teach the new standards

Value-Added Assessment of Teachers and Teacher Preparation

Dr. George Noell
Louisiana State University &
Louisiana Department of Education
and
Dr. Jeanne Burns
Board of Regents

2010-2011 - Two Value-Added Models

- Value-Added Teacher Preparation Assessment Model – developed by George Noell in 2003 for Louisiana Board of Regents to examine effectiveness of **teacher preparation**
- Value-Added Teacher Evaluation Model – developed by George Noell in 2009 for Louisiana Department of Education to examine effectiveness of **teachers**

Value-Added Teacher Preparation Assessment Models

- **Predict** achievement of individual students based on prior achievement, demographics, and attendance
- **Assess** actual student achievement
- **Link** growth of student achievement to teachers who taught the students
- **Link** growth of student achievement to new teachers and teacher preparation programs that taught the new teachers (Teacher Preparation Only)

Achievement Tests

- Leap & i-LEAP achievement tests are currently being used for grades 3-8 to calculate value-added scores
- New PARCC and State assessments for grades 2-11 that are aligned with the Common Core State Standards will be used in 2014-15

Main Differences Between the Two Value-Added Models

- Variables that could not be measured in 2003 are now included in the 2009 model (e.g., discipline referrals, retained students)
- Same variables are used each year in the teacher evaluation model while the variables differed slightly with the teacher preparation model
- A level of analysis for school effect does not exist in the teacher evaluation model

BoR & LDOE Decision

Adopt the Value-Added
Teacher Evaluation Model to
examine the effectiveness of
teachers and teacher
preparation

Benefits of Using One Value-Added Model

- The same metrics will be used to examine the effectiveness of teachers, schools, districts, and teacher preparation
- It will be less confusing to the public for all partners will be striving for the same gains in achievement
- Teacher preparation will receive their scores sooner since their effect estimates will be an average of their graduates' effect estimates
- Teacher preparation will receive better drill down data about strengths and weaknesses for program improvement purposes
- It will be cost efficient since it will not be necessary to calculate two separate value-added scores

Impact on Teacher Preparation Programs

- Effect estimates based upon the LDOE Value-Added Teacher Evaluation Model will be disseminated to teacher preparation programs during September 2011
- Value-Added Teacher Preparation Assessment Committee will be formed to address three important issues

Three Important Issues

- Assignment of performance levels to the effect estimates
- Comparison of alternate and undergraduate programs
- Criteria for Programmatic Intervention

**Recommendations will be presented to BoR/BESE
at December 2011 joint meeting**

Impact on Teacher Preparation Programs (Cont'd.)

- Performance levels will be assigned to programs during spring 2012 based upon the committee recommendations
- Effect estimates based upon the Value-Added Teacher Preparation Assessment Model will only be provided during fall 2011 for content areas in which programs entered Programmatic Intervention

Impact on Teacher Preparation Programs (Cont'd.)

- Drill down data will be provided to teacher preparation programs during fall 2011 using the results from the Value-Added Teacher Evaluation Model
- Nonidentifiable teacher and student level databases will be provided to teacher preparation programs during late fall 2011 to conduct deeper analysis for program improvement purposes

Two Important Roles of Higher Education Leaders

- View the value-added results as a barometer to determine if the university is producing new teachers who help low, mid, and high performing students reach their predicted growth in achievement
- Ensure that faculty are using the drill down data from the value-added results to make needed changes to the teacher preparation programs

Questions from Leadership Teams

Next Steps and Closing

Dr. James Purcell
Commissioner of Higher Education
Louisiana Board of Regents



Master Plan for Post-secondary Education in Louisiana - 2011

Broad Goals:

1. Increase the educational attainment of the State's adult population to the Southern Regional Education Board States' average by 2025;
2. Invest strategically in university research; and
3. Achieve greater efficiency and accountability in the postsecondary educational enterprise.

Next Steps for Campus Leaders

1. Organization of PARCC Campus Leadership Team
2. Identification of teacher preparation process to address Common Core State Standards and PARCC assessments
3. Support of active engagement of faculty in development of PARCC assessments
4. Open discussion of concerns and issues

Thank you For Your Leadership

